

## GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Liberal Arts and Sciences	Department/School	<b>School of Historical, Philosophical and Religious Studies</b>
Prefix: <b>HST</b>	Number: <b>306</b>	Title: <b>Studies in United States History (American Slavery and the Freedom Struggle)</b>	Units: <b>3</b>

Course description:

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? Yes

If **yes**, each topic requires **an individual submission**, separate from other topics.

**Requested designation:** *Historical Awareness (H)* **Mandatory Review: Yes**

*Note- a **separate** proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

Name Marissa Timmerman E-mail [Marissa.R.Timmerman@asu.edu](mailto:Marissa.R.Timmerman@asu.edu) Phone 480-727-4029

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): Richard Amesbury Date: 8/6/2020

Chair/Director (Signature): 

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## **American Slavery and the Freedom Struggle**

### Professor Power Smith

Office: Coor Hall, Room 4420

Office Hours: Tuesday and Thursday 1-2pm

Email: mark.power.smith@asu.edu

### Course Location & Time

### Course Description (HST 306)

This course will interrogate the complex relationship between race and slavery at the heart of U.S. history. We will ask how different forms of slave labor emerged from the global transformations that forged the modern world, and examine how slavery fostered racist ideologies that shaped non-slaveholding communities too. The course is as interested in the rational for slavery as it is the everyday experience of enslaved laborers. No less important is the U.S.' rich tradition of resistance, including slave revolts, abolitionist societies, and the mass politics of anti-slavery that preceded the Civil War.

The course continues to trace the legacies of slavery in the aftermath of emancipation. We will ask why racial inequalities persist, and examine the way Americans have tried and failed to address these problems. We also ask how perceptions of slavery changed during the 20<sup>th</sup> century, and how our responses have shifted accordingly. At its broadest, we will wrestle with the relationship between ideas and material interests, and assess the conditions that allow liberty to thrive.

### Required Text

Ira Berlin, *Generations of captivity: a history of African-American slaves*, (Massachusetts: Harvard University Press, 2014). Available at the ASU Library Online

### Learning Outcomes

Upon completion of this course, students will be able to do the following:

- engage critically with primary and secondary sources
- understand the complex interplay of race and slavery in U.S. history
- assess how power relations are reinforced and transformed in society

### Grading

Midterm (20%); Book Review (30%); Final Paper (30%); Unannounced quizzes (20%)

Students' performance in the course will be assessed according to a 100 percent scale, with 98 and above an A plus (rare); 93-97 percent an A; 90-92 A-; 87-89 B plus; 83-86 B; 80-82 B minus; 77-78 9 C plus; 70-76 C; D in 60s; E below 60.

### Course Schedule

Week 1: Introduction, slavery – America's original sin?

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- What is slavery? How was it understood historically?
- What is race and how do ideas about race change over time?

Week 2: The Atlantic World

Reading: Ira Berlin, *Generations of Captivity*, intro, ch.1

- How did slavery take shape in America?
- How was the emergence of slavery in North America distinct from slavery practiced at other times in human history?
- What do we mean by the Atlantic world?

Week 3: The Growth of the Plantation System

Reading: Ira Berlin, *Generations of Captivity*, chapter 2.

- What was the plantation system?
- How did ideas about race evolve in the 17<sup>th</sup> century?
- How did slavery take distinct forms in different parts of the United States, and why?
- What was the Stono Rebellion?

Week 4: Age of Revolutions

Reading: Ira Berlin, *Generations of Captivity*, chapter 3.

Thomas Jefferson's 'original draft' of the Declaration of Independence

- How did the American, Haitian and French Revolutions affect slavery?
- How did slaves take advantage of the American revolutionary war?

Week 5: Enlightenment and Race

Reading: Barbara Fields, 'Slavery, Race and Ideology in the United States of America'

- What was the relationship between race and the Enlightenment?
- How did the idea of natural rights intersect with race in the 18<sup>th</sup> century?

Week 6: The Expansion and Consolidation of Slavery

Reading: Ira Berlin, *Generation of Captivity*, chapter 4.

- How did the commodities that slaves produced change during the early 19<sup>th</sup> century?
- What was the role of the federal government in the expansion of slavery?

Week 7: Slave Life

Reading: Ira Berlin, *Generations of Captivity*, chapter 4

Reading: The Secret and the Sacred: The Diaries of James Henry Hammond

- What was slave life like on the plantation?
- How did slaves resist life on the plantation?
- What do we mean by slave 'agency'?

Week 8: The Making of the Masterclass

Reading: George Fitzhugh, *Sociology for the South, or the Failure of Free Society* (1854).

- When – if at all – did the South become a separate nation in the period before the Civil War?
- How did Southerners justify slavery in the period before the Civil War?

Week 9: Abolition, Anti-Slavery and Civil War

Reading: Ira Berlin, *Generations of Captivity*, epilogue.

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‘No Property in Man’: An Exchange. Sean Wilentz and James Oakes reply to Nicholas Guyatt in the *New York Review of Books*.

Frederick Douglass, What to the Slave is the Fourth of July?

- What accounts for the mass politics of anti-slavery before the American Civil War?
- How did African Americans exploit the opportunities offered by the Civil War to gain their freedom?

**\*\*\* Midterm: will be an in-class examination. \*\*\***

Week 10: Civil War and Reconstruction

Klan Violence in Georgia, 1871

- Which legal and social mechanisms restricted African American freedom during Reconstruction?
- How did ideas about free labor evolve after the American Civil War?
- What limited the 14<sup>th</sup> and 15<sup>th</sup> amendments in practice?

Week 11: Reconstruction: Success or Failure?

Frederick Douglass on the twenty-first anniversary of Emancipation in D.C., Apr 1883

- Is it fair to call this period a failure?
- What do historians mean when they talk about multiple Reconstructions?

Week 12: The Progressive Era and Jim Crow

Booker T. Washington, ‘Atlanta Compromise Speech’, 1895

W. E. B. DuBois on Washington’s politics

- What different strategies did Booker T. Washington and W.E.B. DuBois put forward for the advancement of the black population at the turn of the century?

Week 13: The New Deal

Reading: Born Into Slavery: Slave Narratives From The Federal Writers’ Project, 1936 – 1938

- What can we learn from the interviews conducted by the Federal Writers’ Project during the New Deal?
- How did the New Deal shape the lives of African Americans?

Week 14: WWII and the Civil Rights Revolution

Reading: James Baldwin, *The Fire Next Time*

**\*\*\* Assignment: Final Exam handed out \*\*\***

**\*\*\* Assignment: Final Exam due\*\*\***

## Assessment

### *Take-home Examinations*

There will be one take-home examination for this course - a final paper that amounts to 30% of your grade. Questions for the final examination will be distributed during Week 14. You should draw on both the primary and secondary reading materials, as well as the lectures, in preparing your answers.

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Any answer that does not use the reading can earn a grade no higher than C. Your answers must be typed in a 12-point font, double-spaced with at least 1-inch margins, and no longer than 6 pages. Exams that violate these guidelines for length and format will be assessed a penalty. The examination is due by 3.05 P.M. on December 4th. A penalty of one letter grade per day will be assessed for late papers. There will be no make-up examinations in the course and no “extra credit” options.

### *Book Review*

You will write a book review of Ira Berlin’s *Generations of Captivity*. This should not merely be a summary of the book. Rather, a successful review will do three things: i. briefly summarize the author’s argument, or approach, in the first paragraph ii. Discuss the author’s *methodology* – what sources does he/she use and to what effect? What kind of characters does the book focus on? Is this political, social, economic or cultural history? What concepts does the author employ and why? iii. Finally, you should provide a critical appraisal of the book. How convincing do you find the author’s main arguments? What are the strengths and weakness of the approach? Is there anything the book leaves out?

More information about this assignment will be provided in class. Papers must be typed in a 12-point font, double-spaced with at least 1-inch margins, and 1,500 words. Papers that violate these guidelines for length and format will be assessed a penalty. **The reviews are due by 3:05 P.M. on Week 5. A penalty of one letter grade per day will be assessed for late papers.**

### *In-Class Examination*

You will have an in-class examination in Week 10 that constitutes the midterm for this course. There will be some factual questions followed by a series of short written responses of a few paragraphs each based around a series of sources. In grading these papers, the time constraint will be taken into account. I am not expecting you to re-invent the wheel: interesting and analytical responses which draw on class discussion, and relevant reading, will secure you a high grade.

### *Quizzes*

There will be at least four objective unannounced pop exams (short answer/multiple choice) which will assess how much you are keeping up with the reading and paying attention to class discussion. **Together these quizzes will be worth 20% of the final grade.**

### Absences

- o Attendance at each meeting is crucial to success in this course. One absence will be permitted, no excuse necessary. **Each additional absence will lower your final grade by one letter.**
- o Information on excused absences related to religious observances/practices that are in accordance with [ACD 304-04](#) “Accommodations for Religious Practices.”
- o Information on excused absences related to university sanctioned events activities that are in accord with [ACD 304-02](#) “Missed Classes Due to University-Sanctioned Activities.”

### Academic integrity

Academic honesty is expected of all students in all examinations, papers, and academic transactions and records. Violations—which include, but are not limited to, plagiarism, cheating on examinations, submitting work from other courses—will be sanctioned in accordance with ASU guidelines. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

### Accommodating students with disabilities

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We are eager to make accommodations for instruction and testing for students with disabilities. Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: [www.asu.edu/studentaffairs/ed/drc](http://www.asu.edu/studentaffairs/ed/drc).

Policy against threatening behavior

ASU's policy against threatening behavior (Student Services Manual [SSM 104-02](#) "Handling Disruptive, Threatening or Violent Individuals on Campus"): All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

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<p><b>Social and Behavioural Sciences</b></p> <p>Course is designed to advance basic understanding and knowledge about human interaction</p>	<p>The course focuses on the evolution of slavery through time, and the legacies of slavery in American society after emancipation.</p>	<p>This course advances knowledge about human interaction by tracing the influence of African culture in the Americas. We look at the way African Americans preserved their religious and cultural traditions even in the midst of a slave society. One prominent example is music. From the Atlantic crossing known as the Middle Passage, which we discuss in Weeks 1 and 2 to the plantation system in Weeks 5 and 6, slaves' experience of music was informed by both empowerment and repression. While drumming was outlawed on the plantation for acting as an elicit means of communication, black Americans also developed spiritual and blues music; styles that dominated American culture from the Civil War up until the Civil Rights movement discussed in Week 14.</p>
<p>Course content emphasizes the study of social behaviour such as that found in: History</p>		
<p>Course emphasizes the distinct methods of inquiry of the social and behavioural sciences</p>	<p>This course emphasizes the methods of inquiry common to the social science, particularly historical analysis.</p>	<p>This course emphasizes the distinct modes of inquiry of the social sciences – namely, the analysis of historical sources. It asks students to analyse their provenance, identify bias and trace the influence of historical context on individual perspectives. In the first half of the course, we examine the evolution of ideas about slavery in America through written accounts. In the first half of the course, we examine how the contradictory demands of the American Revolution, and of Enlightenment ideas in general, caused sources to be rewritten and revised. Why did Jefferson include a condemnation of slavery in the original draft of the Declaration of Independence only for it to be taken out of the final version? In Weeks 6, 7 and 8 we discuss the consolidation of slavery through the writings of</p>

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		<p>pro-slavery intellectuals. We ask what these documents reveal about the mentality of the antebellum elite as well as their limitations for studying southern society as a whole. Finally, we look at the writings of prominent black intellectuals in the Civil Rights movement, such as James Baldwin, to understand how they grappled with the legacy of slavery in the USA. Looking back at the course as a whole, what distinct challenges do historians of the 20<sup>th</sup> century face in examining historical documents, as compared to, say, historians of the 17<sup>th</sup> and 18<sup>th</sup> centuries?</p>
<p>Course illustrates use of social and behavioural science perspectives and data</p>	<p>In our use of sources, we will interrogate the reliability of different accounts based on the contextualization of primary evidence common to historical scholarship.</p>	<p>We will examine different types of historical evidence, from written accounts to oral interviews and census records – all of which constitute distinct social and behavioural science perspectives and data.</p> <p>Across the first half of the course, we will examine census data on the number of slaves in North America. We will ask why numbers increased exponentially in the first half of the 19<sup>th</sup> century, from 800,000 in 1800 to four million on the eve of the Civil War. We will also interrogate the ways in which historical data is compiled. How, for example, do we calculate the number of slaves in North America before they were classified explicitly as such in the census of 1790?</p> <p>In the second half of the course we will listen to the interviews with ex-slaves authorized by the Works Progress Administration during the New Deal. Questions of reliability, which are integral to historical analysis, will be paramount. Among other factors, the students will assess</p>



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		the role of the white interviewers in shaping these conversations in particular ways.
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<p><b>Historical Awareness</b></p> <p>History is a major focus of the course</p>	<p>This course examines the interrelationship between race and slavery as it exists over time.</p>	<p>In the first section of the course, we examine how racial attitudes hardened due to the development of the ‘plantation system’ discussed in Ira Berlin’s <i>Generations of Captivity</i>. Students understand that changes in racial ideology do not come from nowhere, but depend upon economic and social transformations. These dynamics are also explored in the reading for Week 5 – Barbara Fields’ ‘Slavery, Race and Ideology in the United States of America.’</p> <p>After the Civil War in Week 10, we ask why racial attitudes became more stark even in the aftermath of slavery. Why did ideas about racial hierarchy, in some respects, reach their zenith in the Progressive Era half a century after emancipation? By the 1960s, what material changes facilitated greater racial integration and the dismantling of Jim Crow?</p>
<p>The course explains and examines human development as a sequence of events influenced by a variety of factors.</p>	<p>The course examines the expansion of slavery through time as well as the role of African Americans in its dismantling in the context of technological innovations and ideological change.</p>	<p>The course as a whole traces the development and the final destruction of slavery over time. From Week 1 we study changes in the global economy which shaped the Atlantic world and in Week 6 ask how slavery came to expand over the American continent. This widespread phenomenon was not only the result of broad material changes but also specific technological innovations, such as the invention of the cotton gin. This course eschews a teleological perspective by analyzing the expectations of contemporaries who lived through this period. For example, Eli Whitney, the inventor of the cotton gin, believed the mechanical device would replace the need for slave labor when, in fact, the increases in efficiency spurred its rapid expansion.</p> <p>Continuing into the late 19<sup>th</sup> century and beyond, we examine the technological changes that allowed African Americans to enrich and better educate their communities. How did black people overcome the legal and</p>

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		<p>social discrimination of the last half of the 19<sup>th</sup> century and early 20<sup>th</sup> centuries to make incredible strides in literary rates?</p>
<p>There is disciplined systematic examination of human institutions as they change over time.</p>	<p>The course traces the various institutions designed to reshape American society in the aftermath of slavery to secure greater liberty for African Americans.</p>	<p>From Week 10 onwards, the course asks how Americans have tried to address racial inequality through the development of new institutions. From the Freedman’s Bureau after the Civil War to the Works Progress Administration in the New Deal and finally to the abandonment of the Kerner Commission in the 1960s, we ask to what extent human institutions can affect change, and consider who has the power to establish them.</p>
<p>The course examines the relationship among events, ideas and artifacts and the broad social and economic contexts.</p>	<p>The course foregrounds the interplay between ideas, events and artifacts, especially the role of African American agency in producing social change.</p>	<p>This course looks at sources to understand how events are driven by ideas, and, in turn, embodied in artifacts. Near the start of the course, we study the interaction of events, ideas, and artifacts in the making of the U.S. Constitution. How did ideas associated with classical republicanism and Enlightenment liberalism interact with the demands of a post-revolutionary society to ensure the protection of slavery in the Constitution? We will look at the practical and ideological reasons for the founders to adopt the 3/5<sup>th</sup> clause, to provide for an eventual end to the international slave trade and to create the fugitive slave law. Given the complex relationship between ideas and events, to what extent can an artifact like the Constitution be classified as ‘pro-slavery’?</p> <p>Moving forward to the Civil War era, we examine slave resistance in the antebellum south by reading the diaries of planter James Henry Hammond. In Hammond’s diary, we find evidence of a dialectical relationship in which slaves and their masters constantly negotiated the boundaries of acceptable behavior on the plantation.</p>

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Prologue: Slavery and Freedom

Chapter 1: Charter Generations

Chapter 2: Plantation Generations

Chapter 3: Revolutionary Generations

Chapter 4: Migration Generations

Epilogue: Freedom Generations